

Teacher Leadership for Learning and Teaching

GRADES K–12

GRADUATE CREDIT: 3 SEMESTER HOURS

Teacher leadership begins in the classroom and requires a focus on increasing knowledge of and about learning. Educators in this course concentrate on the positive impact they can make in their classrooms to affect the learning and achievement of their students. They focus on advancing their expertise by deepening knowledge of learners and the learning process; understanding how the latest findings from brain research can inform instructional practice; and implementing strategies in the classroom that are based on sound theoretical, research, and pedagogical foundations. Educators explore these topics with the goal of becoming more deliberate in their instructional choices so that they may become leaders of learning in the classroom.

This course is designed for K–12 classroom teachers, lead teachers, curriculum coordinators, and subject teachers.

COURSE TOPICS

- Putting a focus on learning
- Learner-centered principles (online format only)
- Brain research and learning
- Brain-compatible teaching strategies
- Effective strategies to teach for learning
- The understanding model
- The self-expressive model
- The interpersonal model

COURSE OUTCOMES

By the end of the course, educators will:

- Evaluate what it means to shift focus from teaching to learning and how this concept contributes to effective leadership in the classroom.
- Examine research and theory on the process of learning, including brain research, as they relate to learning and reflect on the implications for their teaching practice.
- Develop a lesson that focuses on the learner and employs brain-compatible strategies to best support student learning.
- Analyze impediments to learning and formulate approaches for overcoming these impediments.
- Analyze a unit plan to determine how well it responds to the four human interests (online only).
- Evaluate ways in which the mastery model exemplifies learning theories and brain-based research on effective learning.
- Develop an idea for a learning experience that promotes students' mastery of content, using the new American lecture strategy or the graduated difficulty strategy.
- Apply what they have learned about teaching for understanding by changing the focus of an existing lesson from mastery of knowledge to understanding, analyzing, and applying concepts.
- Design a lesson that utilizes one of the understanding model strategies.
- Analyze the value of the self-expressive model of instruction to the learning process.
- Evaluate the ways in which the inductive learning and metaphor strategies enable creative thought and learning in the classroom (online format only).
- Design a lesson using the inductive learning strategy or the metaphor strategy and explain how the strategy relates to brain-based research on how to best facilitate student learning.
- Analyze their educational experiences with regard to effective implementation of the interpersonal model.

TEACHER LEADERSHIP FOR LEARNING AND TEACHING

METHODS OF ASSESSMENT

This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

- **Activities** are short assessments that help educators explore concepts and make connections between the content and their teaching practice. Some activities are ungraded but serve to prepare educators for other graded assignments. Any ungraded activities are clearly marked as such.
- **Study Team Discussions (print & DVD) or Dialogue Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion, and then describe how their understanding of the topic has been enhanced or expanded.
- **Applications** assist educators in applying the theories, concepts, and strategies to their teaching practice.
- **Quizzes** provide educators with instant feedback (online only) on their understanding of the course material. There are three quizzes, each reviewing several sections of content.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

COURSE MATERIALS AND FORMAT

Course texts, websites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

PRINT & DVD FORMAT

Educators in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The educator must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and seek feedback. It is not necessary that the study partner be enrolled in the course. Educators enrolled in the print & DVD version should have Internet access in order to connect with the many websites that are offered as learning resources. Assignments are submitted via email. The print & DVD course includes:

- The print study guide:
 - *Teacher Leadership for Learning and Teaching*
- The DVD:
 - Laureate Education, Inc. (Executive Producer). (2008). *Teacher leadership in the classroom: Increasing learning and achievement*. Baltimore: Executive Producer.
- The course textbook(s):
 - Beers, B. (2006). *Learning-driven schools: A practical guide for teachers and principals*. Alexandria, VA: Association for Supervision of Curriculum and Development (ASCD).
- The other required readings

ONLINE FORMAT

Educators in the online version of the course access the course content via an online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Assignments are submitted through the online classroom. The online course includes:

- Access to the online classroom for:
 - *Teacher Leadership for Learning and Teaching*
- Access to the video programs in the online classroom as well as a backup DVD:
 - Laureate Education, Inc. (Executive Producer). (2008). *Teacher leadership in the classroom: Increasing learning and achievement*. Baltimore: Executive Producer.
- The course textbook(s):
 - Beers, B. (2006). *Learning-driven schools: A practical guide for teachers and principals*. Alexandria, VA: Association for Supervision of Curriculum and Development (ASCD).
- Access to the other required readings

SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

Note: If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free, and the download should take only a few minutes at www.mozilla.org.

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- Adobe, Flash, and Acrobat Reader are registered trademarks of Adobe Systems Incorporated in the United States and/or other countries.

EDUCATION EXPERTS

Patricia Alexander, Ph.D.

Dr. Patricia Alexander is a professor and distinguished scholar-teacher in the Department of Human Development at the University of Maryland. Dr. Alexander has published more than 160 articles, books, and chapters in the area of learning and instruction. Currently, she serves as the co-editor of *Contemporary Educational Psychology* and is on nine editorial boards.

Arthur L. Costa, Ed.D.

Dr. Arthur L. Costa is professor emeritus of the School of Education at California State University, Sacramento. He is the former national president of the Association for Supervision and Curriculum Development (ASCD). Dr. Costa has worked with educational associations around the globe and has authored more than 100 journal articles, books, and papers.

David W. Johnson, Ed.D.

Dr. David W. Johnson, professor at the University of Minnesota, is internationally known for his extensive educational research, which has spanned the past 30 years. He is a fellow of the American Psychological Association and best known as a pioneer in cooperative learning. Dr. Johnson has authored more than 550 books and articles.

Bena Kallick, Ph.D.

Dr. Bena Kallick works as a private consultant in curriculum development, instruction, and assessment. Her teaching appointments have included the Yale University School of Organization and Management, the University of Massachusetts Center for Creative and Critical Thinking, and Union Graduate School. Dr. Kallick is the co-editor of *Activating and Engaging Habits of Mind*, *Assessment in the Learning Organization: Shifting the Paradigm*, and *Learning and Leading With Habits of Mind*.

Harvey F. Silver, Ed.D.

Dr. Harvey F. Silver is president of Silver Strong & Associates, an educational training and consulting firm specializing in learning styles, effective teaching strategies, and curriculum design. The author of numerous books and articles, Dr. Silver has served as a consultant/trainer for the Association for Supervision and Curriculum Development (ASCD), RAND Corporation, Educational Testing Service, Phi Delta Kappa, and IDEA-Kettering, as well as a host of state departments of education and school districts in the United States, Canada, and overseas.

Patricia Wolfe, Ph.D.

Dr. Patricia Wolfe, a veteran educational consultant and staff-development trainer, has developed expertise in the study of brain functions and their implications on teaching and learning. She has published many articles and books and has developed videotapes for educators.

Judy Willis, M.Ed., M.D.

Dr. Judy Willis is a board-certified neurologist and middle school teacher in Santa Barbara, Calif. She has taught at the elementary, middle school, and graduate school levels. Willis has published two books for education professionals, *Research-Based Strategies to Ignite Student Learning: Insights From a Neurologist/Classroom Teacher* and *Brain-Friendly Strategies for the Inclusion Classroom*.



ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

FOR MORE INFORMATION

For more information about Canter graduate-level courses, visit www.Canter.net or call 1-800-669-9011.

ABOUT OUR PARTNERSHIP

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter's quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement.[†] Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org. Canter and Walden University are both subsidiaries of Laureate Education, Inc.

*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or prof.educ@k12.wa.us to determine whether Walden's programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

[†]It is each student's responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.